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Thesis

INVESTIGATION OF "COURSES OF STUDY IN THE USE OF LIBRARIES" IN HIGH SCHOOLS

Submitted by

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THE PURPOSE

My purpose in making the following investigation is to see what the country as a whole is doing to develop school libraries and what is being done to promote library instruction.

Primarily we want to compare the situation in Boston with the rest of the country. The results of the investigation can be used as a scale with which not only the Boston system but any school system can be measured. The results of the investigation, therefore, should be universal in scope.

INTRODUCTION

We shall all agree that the educated man considers his books as tools, and that modern methods of education demand both access to good working libraries and a knowledge of how to use books. If we think in terms of competition we shall agree that nations are as good as their schools and no better, and that much of a school's power lies in its library. In speaking of a library, however, we do not think of it as a room lined with books, with a name printed over the entrance way, but as an organization alive with educational possibilities. If we wish to make the library an effective part in the work of the school, we must require students to use the resources of the library.

In days gone by a recitation from a single text book was sufficient; but in the modern method of teaching, the text book is no longer the one source of authority. There is not any book that may be accepted as a final source. The old method has been improved upon, and now we have a laboratory of books which we call a library. It is from this source that the students must find the solutions to their problems. It is here that the students learn to accept and reject ideas and opinions. (66) Students must weigh this information; they must evaluate it before accepting new knowledge. In this laboratory we surround the student with many books, but we are forced to realize how little the pupil is prepared to use these references. We have introduced him to the physical

book, but this does not enable him to make use of the material which is available within. It is hard to believe that pupils know so little regarding the use of the common reference books, but from the questions that they ask the librarian, it is evident that they are not thoroughly familiar with even dictionaries, encyclopedias, year books, and the card catalog. It is the bright child that can take advantage of library facilities, but the ordinary child is still content with a single text book. Too often pupils do not receive sufficient incentive to make it worth their while to use reference books, for teachers still give many assignments to be read in a single book. (39)

What we want to do is to develop each child as an individual and give mim an opportunity to become mentally independent. No one wishes to force him into a standard curriculum governed by an all-sufficient text book, for that makes him stolid, and he memorizes words and phrases, instead of acquiring new ideas from various sources. Librarians know that students can use library material intelligently only when they are taught its uses. Teaching results in the ability to use reference material intelligently, and gives each student an opportunity for self development.

Even from this brief discussion it would seem that the importance of libraries in modern education need not be stressed. Although it is true that comparatively few educators would question the value of the school library, the school library does not yet have the place it deserves. It is true that the school library movement is comparatively young, but it is striv-

ing to merit the rank of the other departments. Its varied possibilities have not been probed, neither has it received the equipment that it deserves. The library should be the intellectual center of the school; it should be also a place of beauty, dignity and repose. The librarian, too, should be given recognition with other members of the staff, and should possess culture, wide and varied experience, and a true and loyal enthusiasm for her work. She should be capable of helping and directing the students and of instilling within them a reverence for books and a joy in research. (43)

With this little picture in mind, think of the many school libraries and librarians that you know and compare them mentally with some of the newer departments of the school. Wonderful improvements have been made in the provision for science and household economics. There are well fitted laboratories and the splendid arrangements made for the teaching of cooking and sewing. There is no corresponding advance in the school library today. In New England, especially, there is an excuse that the public library serves the school. We grant that it does; but no public lending library can give the intimate and definite help that a school library can give. It can not possibly take the place of the modern school library. The school library is the most recently acquired laboratory of the school, and is indispensable to the work of the curriculum. Not only is this laboratory used by the pupil during his school days, but it will also serve him later in his business or professional life. (41)

In order to take its true place in the school, the library

must have the active cooperation of every department in the school. That means the the teacher and the librarian should share alike in the responsibility of encouraging a wide and intelligent use of books. To share this responsibility the teacher should be familiar with the resources of the library. It is true that the librarian usually takes the initiative in introducing the libraries' resources. Frequent conferences between teachers and librarian will be found to be most effective. (41)

RECOMMENDATIONS OF THE NATIONAL EDUCATION ASSOCIATION
RECOMMENDATIONS OF THE AMERICAN LIBRARY ASSOCIATION

Let us look at the library through the eyes of the Department of Education, the National Education Association, and the American Library Association. What are the hopes and aspirations entertained for the library on the part of the educational organizations?

In Bulletin #10, 1926, of the Massachusetts Department of Education, we find the following: "A good library is an essential feature of every well equipped high school. An acquaintance with the books in the various fields, and at least a fair skill in finding the facts and materials stored in books, is an important part of an education. The newer methods of teaching, such as the project and directed learning, make the high school library a vital part of the school. Under the best conditions, the library is a laboratory or workshop for all the departments. The work in English, in history and the other social studies, and in science, if it is to be most efficient, must make large use of reference books."

The Massachusetts Department of Education, Division of Public Libraries gives us the following in its use of books and libraries for elementary and secondary schools, 1921. "The object of these lessons is twofold: to give boys and girls an interest in, and a love for, books and reading; and to show them how to use libraries intelligently."

From the Bureau of Education - Department of the Interior,

Bulletin #2, 1917 - we have the following in an article on the Reorganization of English in secondary schools compiled by J. F. Hosic. "As a committee we feel that a most important work of the school library is to train pupils for the intelligent use of any library - school, college, or public. We recommend that in the final report on the course of study in English there be included from four to eight lessons as a minimum requirement in definite training of high school pupils in the use of reference books, encyclopedias, standard large dictionaries, year books, indexes to periodical literature, to ordinary books, and to sets of books; also instruction in the use of a card catalog and some knowledge of the classification commonly used in libraries. We urge that this instruction be given by the school librarian or English teacher, or if more feasible by the librarian of the public library, and that credit be given by the English department for this work."

As far back as 1906 we find similar recommendations in the addresses and proceedings of the National Education Association. The first formal step in urging instruction was the report submitted in 1906 at the N. E. A. by a committee of which Dr. James H. Canfield was the chairman. (67)

The American Library Association is constantly stressing the benefits of library instruction, and has given adequate suggestions through its Library journal and School library year books. The ever growing interest in this subject is shown by the fact that it has frequently been finding a place on the programmes of teachers' and librarians' meetings.

EDUCATIONAL RESPONSIBILITY

Reasons for Teaching the Use of Books and Libraries

We all realize that there are large numbers of volumes in school libraries and that each year large additions are made. These books we shall agree are a power for good in the schools, yet we must admit that the possible returns from the investment in school libraries have not yet been realized. To help make the school library as effective an organization as possible in the work of the schools, and in the lives of their students, it is really necessary to give instruction in the use of books and libraries. (22)

Since this statement can be challenged I tried an experiment to ascertain what degree of knowledge of books and libraries the average high school student possesses. I had a class of thirty-nine intelligent students from grade eleven who had not had any library instruction, and to this class I gave the following set of questions. These questions are similar to those being given all over the United States, in schools where library instruction is part of the regular curriculum. The results, which are very poor, confirm my original statement that our students need instruction. When they leave their text book and are confronted with the problem of obtaining information from other sources, they do not know where to go or what to do. The questions with their results are given herewith.

Answers from Thirty-Nine Pupils

Questions	Correct Answers
1. Where is the Boston Public Library located?	36
2. How often do you use it?	21
3. What does Bates Hall mean to you?	12
4. Where is the periodical department of the Boston Public Library?	9
5. Where is the children's room of the Boston Public Library?	19
6. What branch of the Boston Public Library do you use?	37
7. How often do you use it?	34
8. Where would you look to find the following:	
(a) The meaning of an abbreviation?	0
(b) A short biographical sketch of a French statesman of the eighteenth century?	0
(c) Statistical information pertaining to the government, sociology, or economics?	1
(d) The address of a modern chemical engineer of England?	6
(e) The meaning of a word recently added to the English language?	0
(f) The address of a modern American poet?	2
(g) The meaning of an obsolete word?	0
(h) The height of a mountain?	1
9. List the names of three encyclopedias.	3
10. How are encyclopedias usually arranged?	35
11. How do you know which volume of an encyclopedia to consult for a definite subject?	14

Questions	Correct Answers
12. What is a bibliography?	1
13. List the names of three dictionaries.	3
14. Which should one consult, the Table of contents, or the index, for:	
(a) A general outline of the subject treated in a book?	28
(b) A page for some item in the book?	30
15. How is the index to a book usually arranged?	30
16. Where is the index of a book usually placed?	34
17. List any index to newspaper articles that you know.	0
18. List any index to periodical literature that you know.	0
19. What is a dictionary card catalog?	13
20. How is it arranged?	28
21. What information does it give you?	8
22. What kind of cards does it contain?	1
23. What is the arrangement of the books in your own school library?	10
24. What subjects do the following numbers represent in the Dewey Decimal Classification System?	
(a) 400; (b) 810; (c) 500; (d) 820; (e) 900.	0

The following summary gives the results concretely, showing what grades the pupils received.

Number of Pupils Receiving Grade	Grade Received
1	6%
1	15%
2	18%
6	21%
2	24%
3	27%
6	30%
6	33%
3	36%
3	39%
4	45%
1	48%
1	54%

This study shows that vagueness and confusion exist in the mind of the high school student who is searching for information beyond what the text book has to give. It shows that merely exposing our students to books does not give them the power to use them intelligently. How should it? They are not expected to know their other subjects by intuition. Students must know, first, what books to look for and how to find them, and then how to use them to the best advantage. That ability requires training, which must be acquired just as any other knowledge or skill is acquired.

This study brings us back to our original point, that "To know where you can find a thing is the mark of an educated man".* To give this training is the chief reason for the existence of school librarians. When librarians teach boys and girls where to find information, they are making a contribution which is not at present being made anywhere else in the teaching scheme. The power to find the necessary information is as valuable to a student as is learning the facts after one has found them. (59)

The following statement, which I found in the Wilson Bulletin for February, 1928, confirms the above ideas in a pointed and direct fashion. "One of the strange oversights of education has been the negligent failure to teach students how to use the simple but indispensable tools of the scholar, such as an ordinary reference book, an index, or a card catalog. One sees much waste of time caused by such ignorance. Some direct explanation and instruction are necessary. In recent years many schools of all grades have introduced instruction in the use of the library."

* James N. Angel

With the above thought in mind, I took my group of forty juniors and gave them three library lectures. The time for this project was given by the English department, for they realized the value of "library talks" even if they were given under unfavorable conditions. The talks were not wholly disjointed, but the librarian did try to cover as much ground as possible. Each talk was followed by a project which had to be worked out in the library. I am including the one on the dictionary herewith.

Dictionary Problems

Where would you look to find the answers to the following:

1. The pronunciation of flamen?
2. Synonyms for the word abstract?
3. The etymology of the word peace?
4. The meaning of "hora fugit"?
5. The meaning of the abbreviation pos.?

Where is Crisp located?

What is its area?

What is the population of Crisp?

Of what is it the county seat?

What did J. H. Canfield do for America?

What are his dates?

What does the following sign mean when used as a proof reader's mark (#)?

Find a group of pictures illustrating tools of all kinds and descriptions.

Following these lectures and problems, I gave the group another written test similar in scope to the original test. The tests and the results I am including herewith.

DIRECTIONS: Answer each question specifically. General answers will not receive any credit.

(Class of Forty)

I. The following entry is taken from Readers' guide:

Versatile library. A. S. Richardson. il Woman's

H C 58:18 F'31

Questions	Correct Answers
(a) What words indicate the name of the magazine?	36
(b) Where in the Readers' guide could the full name of the magazine be found?	27
(c) In what volume of the magazine does the article appear?	29
(d) On what page does the article begin?	25
(e) On what page does the article end?	21
(f) What does "il" mean?	35
(g) In what month of what year was the article published?	24
(h) Under what words in the Guide would the article be indexed?	5
	(23 had one entry correct)
II. In what part of a book does an author usually state his reasons for writing it?	31
III. Where does one usually find the copyright date in a book?	22
IV. What is the significance of the copyright date?	32
V. What is a dictionary card catalog?	19
VI. What are the three entries that are listed in the dictionary card catalog for every book?	28

Questions		Correct Answers
VII.	How is a dictionary card catalog arranged?	32
VIII.	Where would you look to find the following:	
	(a) The meaning of an abbreviation?	25
	(b) Short biographical data of a German chemist?	29
	(c) The meaning of a foreign phrase which has crept into the English language?	30
	(d) The meaning of an arbitrary sign?	26
	(e) The meaning of an obsolete word?	31
	(f) The meaning of a newly coined word?	30
IX.	Name three encyclopedias.	35
	Which of the following volumes would you consult for information on Richard Fox?	
	Educ-Extr Extr-Gamb	35
X.	What is a bibliography?	15

(Seventeen in addition had all but one item correct and included)

The numbers following each question indicate how many of the class of forty students gave the correct answers. I am summarizing the results of the class.

Number of Pupils Receiving Grade	Grade Received
2	36%
2	44%
1	46%
1	48%
1	50%
1	51%
2	56%
1	58%
1	64%
3	66%
1	70%
1	71%
4	72%
1	74%
2	76%
1	79%
1	80%
3	82%
1	84%
2	86%
1	88%
2	90%
2	92%
1	93%
1	96%
1	98%

Out of a class of forty there were eleven pupils who received less than 65%, which I realize is a high percentage of failures, but one must consider that the work was in an entirely new field and that it takes more than three lessons for some pupils to orientate themselves to a new kind of work. In connection with this experiment, an interesting yet deplorable fact was disclosed. In the class, in which I was trying out my experiment, there was a visiting student who is a candidate for her master's degree, and who will be teaching in high school in less than a year's time. She asked if she might be permitted to take the examination to see how she ranked in the knowledge of how to use books and libraries. She took the examination without any preparation for it, and without having attended my library talks. The results as she herself expressed it, humbled her, for her grade was 42%. Her case is not unusual, for few of our students have had an opportunity to be instructed in the use of books and libraries, yet such an illustration reveals the fact that teachers are being prepared and sent out into the schools without an adequate knowledge of how to use reference books. It is unfortunate that many teachers and students still consider the library simply as a depository for books. When references are required, the librarian is consulted much as one would consult any information bureau.

With the results as shown above, library work should find a place in our curriculum so that some definite provision will be made for training students in the use of guides, catalogs,

and indexes. It hardly seems that a librarian ought to have to plead to be allowed to give library lessons, for library instruction is no longer taught merely in schools of pioneer daring; it has become a subject which is required or at any rate offered in schools that lay any claim to leadership.

Even though it is the concensus of opinion among librarians that library work must find a place on our curriculum, it will be necessary to prove the validity of this opinion. With that in mind I have sent the following letter to 180 librarians in the United States and enclosed the following questionnaire. So that the results would be representative of conditions as they now exist, librarians were written to in every state in the Union.

INVESTIGATION OF SELECTED High SCHOOLS IN THE U. S.

Copy of Letter

As a librarian and graduate student, I am especially interested in the "Courses of study in the use of libraries" that are being given in the secondary schools of cities in the United States. I am making an investigation along that line and should appreciate it if you would answer the following questions for me.

If you have any printed or mimeographed material, courses of study, or outlines of lessons, I should be glad to borrow them as an inter-library loan if you were willing. Should you have any expense through this, I should wish to defray it.

Cordially yours,

Librarian.

Questionnaire

Name of school.

Address of school.

Name of librarian.

1. What is the school enrollment?
2. How many volumes are there in the school library?
3. How many librarians does your school have?
4. Is instruction in the use of books and libraries given?
5. Is it given by - (Please check)
   (a) Librarian.
   (b) Teacher librarian.
   (c) English teacher.
   (d) Other possibility.

6. How much time is devoted to library instruction? (Please check)
   (a) 1 lecture four consecutive years.
   (b) 2 lectures four consecutive years.
   (c) 3 lectures four consecutive years.
   (d) 4 lectures four consecutive years.
   (e) 6 lectures ~~four consecutive years~~. in grade 9
   (f) 12 lectures in grade nine.
   Other possibilities.

7. Is library instruction required of all pupils?
8. Is separate credit given for library instruction?
   (a) If so, how much?

9. Is credit given for library instruction as part of the grade-
   (a) In English.
   (b) In history.
   (c) Other possibility.

10. Is time for Library Instruction taken from the classes in- (Please check)
    (a) English.
    (b) History.
    (c) Civics.
    (d) Commercial geography.
    (e) Office practice.
    (f) Vocational guidance.
    (g) Home Room hour.
    (h) Other possibility.

11. Is library instruction considered as an extra curricular activity?

Questionnaire (Continued)

12. Do you have a Library Service Club?
13. Does the Library Service Club receive credit for the duties that it performs?
14. Do you have an apprentice class?

15. Please check from the following list the topics which you teach in your library course.
    (a) Library etiquette.
    (b) Structure and care of a book.
    (c) Parts of a book.
    (d) Classification of a library.
    (e) Dictionary card catalog.
    (f) Dictionaries.
    (g) Encyclopedias.
    (h) Reference books-
        World almanac
        Who's who
        Stateman's year book
        American year book
        Statistical abstract
        Warner- Library of the world's best literature
        Moulton- Library of literary criticism
        Granger- Index to poetry
        Firkins- Index to short stories
        Firkins- Index to plays
        Bartlett- Familiar quotations
        Hoyt- New cyclopedia of practical quotations
        Larned- History for ready reference
        Bradstreet- Book of commercial ratings.
        Dun- Mercantile agency reference book
        Bullinger- Postal and shippers guide
        U. S. Official postal guide
        Telephone directories
        Atlases
    (i) Magazine Indexes-
        Poole's index
        Readers' guide
        Agricultural index
        Industrial arts index
    (j) Newspaper Indexes.
    (k) Note taking.
    (l) Compiling bibliographies.

16. By whom is the introduction of this work promoted?

Of the 180 questionnaires that were sent out, 112 were returned. Of those 15 could not be used, for the answers did not give a true picture of existing conditions, because the work was either not fully organized or else in a period of transition. In other cases the library lessons were completed in the elementary and junior high school grades, and for that reason the high schools were not offering any library lessons.

Before I discuss the results of the questionnaire, I will present them concretely, grouping the returns according to the Regional Education Associations.

RESULTS OF THE QUESTIONNAIRE

Middle Atlantic States Association

1. What is the school enrollment?

   Approximately 50% between 1,000-2,000 with extremes of 248 and 6433 enrollment.

2. How many volumes are there in the school library?

   65% under 5,000 volumes
   23% between 5,000-10,000 volumes
   12% over 10,000 volumes

3. How many librarians does your school have?

   60% have 1 librarian
   30% have 2 librarians
   3-1/3% have 3 librarians
   3-1/3% have 4 librarians
   3-1/3% have 5 librarians

4. Is instruction in the use of books and libraries given?

   96-1/2% give library instruction.

5. Is it given by-

Librarian	93%
English teacher	3-1/2%
Supervisor	3-1/2%

6. How much time is devoted to library instruction?

   Approximately 50% give 4, 5, or 6 lectures with extremes of 1 lecture and 18 lectures.

7. Is library instruction required of all pupils?

   75% answered yes

8. Is separate credit given for library instruction?

   No 100%

9. Is credit given for library instruction as part of the grade?

(a)	In English	79%
(b)	In history	0%
(c)	No credit	11%
(d)	English, history, home room	3-1/3%
(e)	English and civics	3-1/3%
(f)	Home room	3-1/3%

10. Is time for library instruction taken from the classes in-

(a)	English	79%
(b)	History	0%
(c)	English, history, home room	6-1/3%
(d)	English and civics	7-1/3%
(e)	English and office practice	7-1/3%

11. Is library instruction considered as an extra curricular activity?

No 100%

12. Do you have a Library Service Club?

60%

13. Does the Library Service Club receive credit for the duties that it performs?

27-1/2%

14. Do you have an apprentice class?

16%

15. Please check from the following list the topics which you teach in your library course.

(a)	Library etiquette	72%
(b)	Structure and care of a book	51%
(c)	Parts of a book	55%
(d)	Classification of a library	89%
(e)	Dictionary card catalog	82%
(f)	Dictionaries	82%
(g)	Encyclopedias	82%
(h)	Reference books-	
	World almanac	82%
	Who's who	82%
	Stateman's year book	51%
	American year book	31%
	Statistical abstract	17%
	Warner- Library of the world's best literature	20%
	Moulton- Library of literary criticism	3%
	Granger- Index to poetry	41%
	Firkins- Index to short stories	17%
	Firkins- Index to plays	17%
	Bartlett- Familiar quotations	62%
	Hoyt- New cyclopedia of practical quotations	41%
	Larned- History for ready reference	27%
	Bradstreet- Book of commercial ratings	
	Dun- Mercantile agency reference book	
	Bullinger- Postal and shippers guide	
	U. S. Official postal guide	3%
	Telephone directories	6%
	Atlases	37%
(i)	Magazine Indexes-	
	Poole's index	12%
	Readers' guide	82%
	Agricultural index	
	Industrial arts index	
(j)	Newspaper Indexes	9%
(k)	Note taking	17%
(l)	Compiling bibliographies	27%

16. By whom is the introduction of this work promoted?

Librarian and English department	31%
English department	3%
Librarian	48%
Didn't answer	12%
Supervisor	3%

RESULTS OF THE QUESTIONNAIRE

Southern States Association

1. What is the school enrollment?

   70% between 1,000-2,000 with extremes of 958 and 2,400 enrollment.

2. How many volumes are there in the school library?

   10% under 5,000
   60% between 5,000-10,000 volumes
   20% over 10,000 volumes

3. How many librarians does your school have?

   40% have 1 librarian
   50% have 2 librarians
   10% have 3 librarians

4. Is instruction in the use of books and libraries given?

   100% Yes

5. Is it given by-

   (a) Librarian 90%
   (b) English teacher 10%

6. How much time is devoted to library instruction?

   30% give 3 to 8 lessons
   60% give 12 lessons
   10% will give 12 lessons next year

7. Is library instruction required of all pupils?

   100% answered yes.

8. Is separate credit given for library instruction?

   No 100%

9. Is credit given for library instruction as part of the grade?

(a)	In English	70%
(b)	In history	20%
(c)	Home Room hour	10%

10. Is time for library instruction taken from the classes in-

(a)	English	70%
(b)	History	10%
(c)	Civics	10%
(d)	Home Room hour	10%

11. Is library instruction considered as an extra curricular activity?

No 100%

12. Do you have a Library Service Club?

Yes 20%

13. Does the Library Service Club receive credit for the duties that it performs?

Yes	50%
No	50%

14. Do you have an apprentice class?

Yes 10%

15. Please check from the following list the topics which you teach in your library course.

(a)	Library etiquette	80%
(b)	Structure and care of a book	80%
(c)	Parts of a book	80%
(d)	Classification of a library	80%
(e)	Dictionary card catalog	80%
(f)	Dictionaries	70%
(g)	Encyclopedias	80%
(h)	Reference books-	
	World almanac	80%
	Who's who	70%
	Stateman's year book	50%
	American year book	40%
	Statistical abstract	30%
	Warner- Library of the world's best literature	30%
	Moulton- Library of literary criticism	10%
	Granger- Index to poetry	50%
	Firkins- Index to short stories	10%
	Firkins- Index to plays	10%
	Bartlett- Familiar quotations	60%
	Hoyt- New cyclopedia of practical quotations	60%
	Bradstreet- Book of commercial ratings	
	Dun- Mercantile agency reference book	
	Bullinger- Postal and shippers guide	
	U. S. Official postal guide	20%
	Telephone directories	
	Atlases	60%
	Larned- History for ready reference	20%
(i)	Magazine Indexes-	
	Poole's index	70%
	Reader's guide	
	Agricultural index	
	Industrial arts index	
(j)	Newspaper Indexes	10%
(k)	Note taking	20%
(l)	Compiling bibliographies	20%

16. By whom is the introduction of this work promoted?

Librarian	60%
Principal and English department	10%
Englishdepartment	10%
Superintendent	20%

RESULTS OF THE QUESTIONNAIRE

North Central Association

1. What is the school enrollment?

   66% between 1,000-2,000
   17% between 2,000-3,000
   11% between 3,000-4,000
   5% between 4,000-6,000

2. How many volumes are there in the school library?

   25% under 5,000 volumes
   49% between 5,000-10,000 volumes
   25% over 10,000 volumes

3. How many librarians does your school have?

   53% have 1 librarian
   29% have 2 librarians
   12% have 3 librarians
   2-1/2% have 4 librarians
   2-1/2% have 5 librarians

4. Is instruction in the use of books and libraries given?

   87% give library instruction.

5. Is it given by-

   73% given by librarian
   5% given by English teachers
   22% given by librarian in collaboration with English, home room, and public speaking teachers.

6. How much time is devoted to library instruction?

   Approximately 33% give 1, 2, or 3 lessons.
   Approximately 33% give 4, 5, or 6 lessons.
   Approximately 33% give more than 7 lessons, with several schools giving courses of 20 lessons.

7. Is library instruction required of all pupils?

   87% answered yes.

8. Is separate credit given for library instruction?

No	97%
Yes	3%

9. Is credit given for library instruction as part of the grade?

(a)	In English	83%
(b)	In English History Public speaking	10%
(c)	No credit	7%

10. Is time for library instruction taken from classes in-

(a)	English	90%
(b)	History	3-1/3%
(c)	Home Room hour	3-1/3%
(d)	Civics	3-1/3%

11. Is library instruction considered as an extra curricular activity?

5-1/2% Yes

12. Do you have a Library Service Club?

38%

13. Does the Library Service Club receive credit for the duties it performs?

55% Yes

14. Do you have an apprentice class?

22% Yes

15. Please check from the following list the topics which you teach in your library course.

(a)	Library etiquette	82%
(b)	Structure and care of a book	70%
(c)	Parts of a book	73%
(d)	Classification of a library	100%
(e)	Dictionary card catalog	100%
(f)	Dictionaries	70%
(g)	Encyclopedias	85%
(h)	Reference books-	
	World almanac	85%
	Who's who	85%
	Stateman's year book	58%
	American year book	29%
	Statistical abstract	21%
	Warner- Library of the world's best literature	24%
	Moulton- Library of literary criticism	7%
	Granger- Index to poetry	43%
	Firkins- Index to short stories	24%
	Firkins- Index to plays	15%
	Bartlett- Familiar quotations	58%
	Hoyt- New cyclopedia of practical quotations	53%
	Larned- History of ready reference	48%
	Bradstreet- Book of commercial ratings	9%
	Dun- Mercantile agency reference book	9%
	Bullinger- Postal and shippers guide	9%
	U. S. Official postal guide	9%
	Telephone directories	13%
	Atlases	60%
(i)	Magazine Indexes-	
	Poole's Index	13%
	Readers' guide	100%
	Agricultural index	7%
	Industrial arts index	7%
(j)	Newspaper Indexes	9%
(k)	Note taking	31%
(l)	Compiling bibliographies	48%

16. By whom is the introduction of this work promoted?

Librarian	74%
Librarian and English department	9%
English department	9%
Principal	4%
Superintendent	4%

RESULTS OF THE QUESTIONNAIRE

North West Association

1. What is the school enrollment?

   70% between 1,000-2,000 with extremes of 600-2,200.

2. How many volumes are there in the school library?

   20% under 5,000 volumes
   60% between 5,000-10,000 volumes
   20% over 10,000 volumes

3. How many librarians does your school have?

   80% have 1 librarian and some paid student help
   20% have 2 librarians

4. Is instruction in the use of books and libraries given?

   Yes 100%

5. Is it given by-

Librarian	80%
English teacher	10%
History teacher	10%

6. How much time is devoted to library instruction?

   60% give 4, 5, or 6 lectures
   40% give 10-20 lectures

7. Is library instruction required of all pupils?

   100% answered yes.

8. Is separate credit given for library instruction?

No	80%
Yes	20%

9. Is credit given for library instruction as part of the grade?

(a)	In English	70%
(b)	In History	20%
(c)	Separate course	10%

10. Is time for library instruction taken from the classes in-

(a)	In English	70%
(b)	In History	20%
(c)	Separate course	10%

11. Is library instruction considered as an extra curricular activity?

No 100%

12. Do you have a Library Service Club?

Yes 20%

13. Does the Library Service Club receive credit for the duties it performs?

Yes 100%

14. Do you have an apprentice class?

70% Yes (for training paid assistants)

15. Please check from the following list the topics which you teach in your library course.

(a)	Library etiquette	90%
(b)	Structure and care of a book	70%
(c)	Parts of a book	70%
(d)	Classification of a library	100%
(e)	Dictionary card catalog	100%
(f)	Dictionaries	100%
(g)	Encyclopedias	100%
(h)	Reference books-	
	World almanac	90%
	Who's who	90%
	Stateman's year book	90%
	American year book	80%
	Statistical abstract	90%
	Warner- Library of the world's best literature	60%
	Moulton- Library of literary criticsm	
	Granger- Index to poetry	70%
	Firkins- Index to short stories	20%
	Firkins- Index to plays	30%
	Bartlett- Familiar quotations	90%
	Hoyt- New cyclopedia of practical quotations	90%
	Larned- History for ready reference	60%
	Bradstreet- Book of commercial ratings	
	Dun- Mercantile agency reference book	
	Bullinger- Postal and shippers guide	
	U. S. Official postal guide	
	Telephone directories	
	Atlases	90%
(i)	Magazine Indexes-	
	Poole's index	30%
	Readers' guide	80%
	Agricultural index	20%
	Industrial arts index	
(j)	Newspaper Indexes	10%
(k)	Note taking	60%
(l)	Compiling bibliographies	50%

16. By whom is the introduction of this work promoted?

Librarian	90%
English department	10%

Average Percentage for all Returns

Please check from the following list the topics which you teach in your library course.

Classification of a library	92%
Dictionary card catalog	90%
Encyclopedias	86%
World almanac	84%
Readers' guide	83%
Library etiquette	81%
Who's who	81%
Dictionaries	80%
Parts of a book	69%
Structure and care of a book	67%
Bartlett- Familiar quotations	67%
Hoyt- New cyclopedia of practical quotations	61%
Atlases	61%
Stateman's year book	57%
Granger- Index to poetry	51%
American year book	45%
Statistical abstract	39%
Larned- History for ready reference	38%
Compiling bibliographies	36%
Warner- Library of the world's best literature	33%
Note taking	32%
Firkins- Index to plays	18%
Firkins- Index to short stories	17%
Poole's index	13%
Newspaper indexes	9%
U. S. Official postal guide	8%
Agricultural index	6%
Moulton- Library of literary criticism	5%
Telephone directories	4%
Bradstreet- Book of commercial ratings	2%
Dun- Merchantile agency reference book	2%
Bullinger- Postal and shippers guide	2%
Industrial arts index	1%

It is of interest to study the library situation in the various parts of the country and to note how much more thoroughly the work is organized in the North Central Association than it is elsewhere. None of the associations meet the standard requirements one hundred percent, but some are much nearer the goal than are others. In the North Central and North West Associations the libraries are better equipped and better staffed than in other parts of the United States. They come nearer following the recommendation of the National Education Association and the American Library Association which require one trained librarian with professional assistants for schools with an enrollment of from 1,000-3,000 students. That one factor is of great importance, for it follows that with sufficient help, library instruction, training, and reference work can be given much more adequately and efficiently than it can be where there is only one librarian for 3,000 pupils. Notice the number of Library Service Clubs in the Eastern Association. Untrained, unpaid student help must supplement the work of the library. That in itself is sufficient, no comment is needed.

A word must be said for the Southern Association. In a letter that I received from Miss Lois Shortess, State Supervisor of School Libraries for Louisiana, she states that the high schools accredited by the Southern Association follow the recommendations of that Association, which requires "twelve lessons in the use of the library given by librarian or teacher-librarian, preferably in the first year of high school". That

gives the " teaching of books and libraries" the place that it deserves in the school curriculum. That is why our statistics show that one hundred percent. of the returns from the Southern Association give library instruction; of these sixty percent give twelve lessons and ten percent more state that it is on the programme for the coming year.

Contrast the situation in the Eastern Association, where fifty percent give only four, five, or six lessons with the North Central Association where thirty-three percent give more than seven lessons.

In the North Western Association the returns showed that one hundred percent. give library instruction, and of these forty percent. teach from ten to twenty lessons. In studying the results of these last two associations it must be kept in mind, that some of the large cities in the association have the work so highly organized, that instruction begins in the elementary grades and is given consecutively through grade twelve. Examples can be found in Cleveland, Ohio; Detroit, Michigan; and West Allis, Wisconsin.

The answeres as a whole revealed a wide variety of practices in each phase of the work. The number of lessons as has been shown, varies greatly. Most of the schools give credit as part of the work in English, others give no credit at all, while a few outstanding cases show separate credit given for library instruction.

One might say that the various schools settle library problems in accordance with local conditions and local practice.

school people do not yet consider the problem of the instruction concerning books and libraries as being their own. The impetus for this work still comes from the librarian.

The thought which A. B. Zachert has brought out in her article on the " Instruction in the use of books" states clearly what I wish to emphasize. "If the instruction in the use of books and libraries is to be well done, and to become a real factor in the educating of our young people, then it must have a recognized place in the school curriculum. It must not be left to the option of the individual principal, who is rather grudgingly willing to allow an eager librarian to have a few periods in the school programme. Not until there is a definite requirement in the course of study will school people plan definitely to have these courses given". (67)

It is with the above thought in mind that the American Library Association is urging the appointment in every state of a director of school libraries.

From the results of the questionnaire we can, then, see that, generally speaking, teaching the use of books and libraries is steadily progressing. There is an increasing effort on the part of librarians to give instruction to pupils in all grades. We notice that the instruction is varied in both degree and scope, beginning with only a talk or two on the dictionary and expanding to rather elaborate, detailed courses. The reason for this instruction is to give to the pupils the ability to use books intelligently not only as an aid in their school work but also as a contribution to their

present pleasures and a broadening of their interests for the future. We cannot instill the love of books and reading too early, especially when we consider its functions in character development and its power for enriching life.

The time has come when apologies for instruction in the use of the library are no longer necessary. The point to be discussed is the amount to be given, how, when, where, and by whom. If librarians wait for ideal conditions, little will be accomplished. If, on the other hand, we can give even a minimum amount of instruction and try to attain our purpose, we shall be advancing toward our goal. Local conditions determine many factors, but we must take advantage of what we have and make it fit our needs. (61) Standard library organization and equipment calls for one of the following plans: Three recitation periods a year in each English course (this refers to the four year high school) or a unit course of a minimum of twelve lessons in one year. (9) We must never lose sight of the ideal which we cherish, the power of books. "In lone country houses where friends are few, in crowded city streets, amid 'greetings where no kindness is', thank God for books. Dearest, best of friends, soothing, comforting, teaching, carrying us far away from the briars of this working-day world, never importunate and never impatient, may we learn to use you as you use us." *

Earlier in this discussion it was intimated that the giving of instruction was one of the most important features of the modern school library. That is so, for if the school li-

* Canon Ainger

brary is to fulfill its true function it must be related to the social needs of the school and to the interests and ideals of the student body. Such a statement, however, will be much more effective if we can give definite reasons for giving library instructions.

Since the finest thing that we can give a student is the ability to read intelligently, it becomes of paramount importance for the school librarian to make the student want to read, and then to teach him what to read. (21)

Since modern teaching methods often require the use of a variety of material, the student should be made familiar with available resources, such as other text books, reference books, magazine articles, clippings, and pictures. Even in a small library the student is offered so much material that he wastes valuable time in trying to use it without knowing how. (39)

To acquaint the student, then, with this material, is to give definite help and interest to daily school work.

For the students who leave school such instruction gives the ability to find out things for themselves. It helps them to use public libraries. It teaches them how to obtain books and how to evaluate them.

All of these elements are necessary to prepare the student for good citizenship and social advancement. Library instruction should develop and encourage interests that are not included in the curriculum, and it can certainly be of real value to the pupil with a high intelligence quotient, who is benefiting by an enriched programme.

From the librarian's point of view it is a time saving device to give definite instruction to groups of students rather than over and over again to individuals.

We can sum up these reasons by saying that the high school years give the librarian opportunity to prepare the future worker to utilize more fully and intelligently the educational advantages of the public library for vocational and cultural advancement. (20)

We all know that the ability to use books encourages their use. We can phrase this truth in still another way:- Library instruction fosters informal reading as a life habit; it encourages or should encourage the habit of reading for pleasure, and it certainly should develop the library habit.

The librarian's slogan should not be "How many students have I served with books?" but rather "How many students have I taught to use books?"

CONSTRUCTIVE PROGRAMME

Now that it has been shown why library instruction should be given, let us make a working plan for the giving of library lessons. The amount of time that can be spent on instruction will be determined by several factors. In the first place the value of the library itself as a laboratory for instruction, on the number of books, their organization and arrangement, and the library records. Again an important factor to be considered is how well the librarian is qualified to give such instruction and the amount of time she can devote to the work. In the third place the cooperation and interest of the principal and members of the faculty make an important point for consideration.

The course that is planned may be elaborate, or simple; even a few lessons where the work is urgently needed is better than nothing. Of whatever the course consists, it must be alive. It must be planned to emphasize the aims of books and libraries and to present them in an attractive manner. It must show the pupils the usefulness and pleasure of exact library methods. This can be accomplished by making the instruction interesting, definite, and concrete, and by accompanying the instruction by practical demonstrations. Instruction should always be followed by problems to be worked out individually. Through this method we can plan on a "carry over" value into the everyday handling of books and libraries. In addition to all of this we want to give to the pupil the living

spirit of books. This all means that the course must be practical yet we must always be aware of the possibilities for inspiration while we are drilling on details. Library instruction must always be mindful of what is taking place in the classroom and must cooperate with the classroom work to supplement it, but not to overlap it. (60)

The library course should be built upon definite principles. It should be taught for future "library users", and the approach should be cultural not technical. The principle of correlation with the other courses in the school must ever be kept in mind, so that library instruction may be closely connected with the work given in English, history, civics, science, etc. The pupil should be made to see from the beginning that library instruction benefits him in all of his other courses.

The earlier library instruction can be given, the more practical application it will have for every pupil. (60)

There should of course be official recognition for library instruction, for if it is sufficiently important for pupils to devote school time to, it is important enough to be listed in the published catalog or curriculum of the school.

Whether the course is an independent one or whether it is given as part of another course, credit should be given for the work done as part of the unit in whatever course the subject matter is presented. There are various methods and devices for doing this; just for an example, it could be done similarly to the Reading record. (10)

In planning a course one is confronted with a choice of details;- Which reference books shall be included? Which features of the dictionary emphasized? How much time should be spent on the classification and the card catalog? When should magazine indexes be introduced? I think that most librarians would agree that there are no definite answers to be given these questions because of the wide variation in school conditions. The course which is presented does not propose to be an ideal one but rather an outline which may be adapted to any school which has an organized library, even though it be a small one, and a librarian who not only is thoroughly familiar with the work of the school and the organization of the library but who also has ability and training to carry on the work.

The following is a nucleus about which a rounded course may be developed. We want to keep in mind that library lessons should be correlated with the other subjects of the high school curriculum. Library subjects should be, therefore, introduced at the time when there seems to be a real use for them and when the purpose can be readily understood. The course should be given as early as possible so that the students may be better prepared to help themselves in their other lessons, and also that those who leave school may be better equipped to further their own education through the public libraries.

To put library instruction into an already overcrowded curriculum is difficult but with wise planning it can be done. What we aspire to do is to give instruction in the <u>fundamentals</u> of the use of the library in the ninth grade through the co-

operation of the English department and the home room teachers, leaving the other suggested material on the programme to be given at the librarian's discretion, depending upon conditions as found in the school.

The following course is to meet the demands of students in a four year high school, where no previous library training has been given. It must be kept in mind that the instruction must begin where the pupils are and not where the librarian thinks they ought to be.

It is advisable to perfect a plan by which some of the group instruction can be turned over to other departments of the school. If this can be accomplished the librarian will gain some time for supervisory work.

Grade 9

2 Home room periods

Library etiquette
Good citizenship in the library
Care of books

5 English periods

1. Parts of a book
2. Classification
3. Dictionary card catalog
4. The dictionary
5. Encyclopedias

Grade 10

1 English period

1. Magazine indexes

2 Social science periods

1. Atlases - Gazetteers
2. Year books and almanacs, Who's who series

Grade 11

1 English period

Reference books

Grade 12

2 Periods - Office practice classes

Commercial reference books

LESSON OUTLINES

LIBRARY ETIQUETTE - GOOD CITIZENSHIP IN THE LIBRARY

(To be taken up by home room teacher in home room period and developed for Grades 9, 10, 11, and 12)

Alternative: If Citizenship is a required course it can be discussed in that class.

Time: One or two periods depending upon the length of the period.

Each pupil will wish to develop a code of library ethics. The Golden Rule can be applied here to good advantage: "Do unto others as you would have them do unto you". The student who willingly complies with the library regulations increases the service of the library to himself and to all others. Each student should become familiar with the rules and regulations of the school library.

Library hours - 8:30-3:30

Library Attendance: Pupils may use the library before school, after school, and during the lunch period without having attendance taken. During all other periods of the day attendance must be taken in the following manner. Pupils planning to remain in the library the entire period may come to the library without going to their study room, provided they fill out the blank which is on the entrance table. Example herewith:

Home room

Name

Study room

These attendance slips are sent to their respective study rooms and the study room teacher can check her attendance without having the pupil present.

Should a pupil desire to spend only part of a period in the library, she may leave the study room after she has filled in one of the accompanying forms and has had it signed by the study room teacher.

Library Permit

Study room

Name

Destination

Time left

Time returned

The pupil may remain for as long or as short a period as she desires, but she must leave when the warning bell rings and return to her study room. Before leaving the library the slip must be signed by the librarian or the student assistant.

General rules:

Nothing is to be taken from the library unless it has been charged by the librarian. Violation of this rule is a serious offense.

When you borrow a book, notice the date stamped on the "date due" slip and return the book on time.

Return library books taken home to the desk.

A fine of two cents a day is charged on all overdue books including overnight books.

Your library circulates current and back numbers of magazines.

LIBRARY ETIQUETTE

Place chairs under the table when leaving the room.

Clear the table of reading materials.

Return current magazines to their proper places as soon as you are through reading them.

Return books used in the library to the shelves or put them on the book truck.

The library may not be used for the study of text books.

Do your part to create a library atmosphere conducive to undisturbed study. That means to move quietly about the room; to avoid whispering.

To conform willingly to these library regulations makes each student an asset to the library.

CARE OF BOOKS

Enemies of Books:

Rough handling, heat, moisture, and dirt.

Dropping or throwing strains and weakens the back of the book.

Laying an open book face down tends to deform it and may break its back.

To carry note books, pencils, combs, powder puffs, etc. in books will break the binding.

To turn the corners of the leaves disfigures the pages.

Dirt, dust, and grease not only spoil the book and make it unpleasant to handle, but also offer a home to disease germs.

Leaves should not be turned with fingers moistened with the tongue.

Books should not be coughed or sneezed into.

"Think of all the pupils who will use the book when you have returned it to the library."

(Problem)

Draw a plan of the library indicating the objects designated below:

Loan desk
Card catalog
Clipping file
Magazine rack
Dictionary and atlas case
Bulletin boards

Note: The plan need not be drawn in ink, or to scale, but must be neat and in good form.

PARTS OF A BOOK

Title page: Contains title of book; author; editor or compiler; edition, whether it is first or second edition; publisher and place of publication. Date of printing. The copyright date on the reverse side of the title page gives the true date of publication and shows how recent the information in the book is. It is very important for subjects in which information changes quickly, as in science.

Table of contents: List of chapter headings in the order in which they appear in the book.

Illustrations: List of illustrations, maps, etc. are arranged in the order in which they appear in the book.

Preface: Under this heading may be considered introduction and Foreword as well as Preface. They all mean practically the same thing. The purpose is to tell the reader why the author has written the book.

Body of the book: This is the text or main part of the book. It is usually divided into chapters.

Index: An alphabetical list of important items referred to or described in the book together with the page or pages on which they may be found. This is the greatest time saver that a pupil has in using books. The index is much fuller than the table of contents and arranged very differently from it.

The cross references which occur in the index need to be explained. Often there are several words that mean the same thing such as Flower gardening and Floriculture. A good index

groups all of the material under one word, as Floriculture, with the following CROSS REFERENCE, Flower gardening see Floriculture, which means that the subject will be found listed under the word Floriculture. SEE ALSO REFERENCES will also appear. These tell where additional material may be found, as Bells see also Chimes and Chiming, Electric bells.

There are various kinds of indexes. Some are arranged according to subjects, others according to authors, and still a third type according to first lines.

Appendix: Contains additional material which cannot be included in the text.

(Problem)

Use any book other than fiction and answer the following questions:

1. Who wrote the book? Give the author's name.
2. What is the title of the book?
3. How many chapters has the book?
4. On which page does the index begin?
5. By whom was the book published?
6. When was it published?
7. What edition of the book are you using?
8. How is the index arranged?
9. Are there any maps or illustrations in the book?
10. Why did the author write the book?

CLASSIFICATION

In orderly business, in orderly storekeeping, in orderly housekeeping, in orderly libraries, material of a kind is kept together. Think for yourselves what the arrangement of a great department store is, or even the arrangement of a neighborhood grocery store. In each case similar material is brought together. That is what we wish to do with our library books. All of the books on one subject should be kept together and subjects that are closely related should be near one another. For example all books on science are placed in one group and the various subdivisions of science such as mathematics, astronomy, physics, and chemistry follow one another. Each of these is again subdivided and these subdivisions stand side by side. For example in the division of mathematics, arithmetic, algebra, and geometry follow one another.

In order to keep books in their proper places and to make it easy to find them a number is given to represent each subject and every book dealing with that same subject is given the same number. This number always shows the relative location on the shelves where the book should stand.

The numbering system which most libraries are using is called the Dewey Decimal Classification System; and when once understood it serves as an efficient guide through what was formerly the maze of a large library. Each subject is given a definite number, and all of the books on that subject,being marked with that number, consequently stand side by side on the

shelves. For example English Poetry is given the number 821. A group of books dealing with such a subject is called a class. The number that stands for the subject is called the class number, and arranging the books according to class numbers is called classifying.

In the Dewey Decimal Classification all knowledge is divided into ten main groups or classes, as I have shown in the following table. Each hundred class indicates a main group or subject such as history, literature, useful arts, etc. Various subdivisions of a subject.are represented by the numbers in each undred class, and they are so arranged that subjects that are related have numbers near one another. Let us study this table, pick out the ten main classes, and notice the numbers assigned to related subjects.

Simplified Dewey Decimal Classification

000	GENERAL WORKS Encyclopedias Periodicals Newspapers	Books that deal with more than one subject.
100	PHILOSOPHY	Books that tell us how to live and how to conduct our lives.
200	RELIGION Mythology Bible stories	
300	SOCIAL SCIENCE	This group of books tells us how to live with other people. It deals with community life, laws, and government.

400	LANGUAGE	Books about language or languages, including grammars and dictionaries.
420	English	
430	German	
440	French	
450	Italian	
460	Spanish	
500	SCIENCE	
510	Mathematics	
520	Astronomy	
530	Physics	
540	Chemistry	
570	Biology	
580	Botany	
590	Zoology	
600	USEFUL ARTS	Books that tell us how to make and do things.
700	FINE ARTS	Books that deal with music, drawing, painting, sculpture.
800	LITERATURE	Under the literature of each country we find books on the poetry, prose, and drama of that country.
810	American	
820	English	
830	German	
840	French	
850	Italian	
860	Spanish	
900	HISTORY	Books in this class are arranged under country.
940	Europe	
950	Asia	
970	North America	
980	South America	
910-919	TRAVEL and GEOGRAPHY	Books in this class are also arranged under country.
94	Europe	
95	Asia	
97	North America	
98	South America	
92-920	BIOGRAPHY	92 indicates the life of one person; 920 indicates the lives of several people in one book.

800 LITERATURE

810 American Literature		820 English Literature	
811	American Poetry	821	English Poetry
812	American Drama	822	English Drama
814	American Essays	824	English Essays

We must now consider the arrangement of the books on the shelves. They are arranged chronologically according to their class numbers with the exception of fiction, which will be explained later. Books marked 120 are arranged on the shelves before the books numbered 140. A number including a decimal fraction is placed on the shelves just after the whole number and before the next whole number. In the American Literature group 810 would come first. That would be followed by 811.05 and 811.09 followed by 812. The decimal number 811.08 is pronounced eight hundred eleven point 0 eight.

In each class there will be several books or possibly many books. To facilitate finding one special book in a class all books within the class are arranged alphabetically. In class 811 a book of poems by Robert Frost would stand before one written by Carl Sandburg. To save the manual labor of alphabeting books within a class, a table has been cleverly arranged so that figures taken from the table representing names arrange the name automatically in alphabetical order, Frost being F93; Sandburg S21. Arranging these by numbers makes the names come alphabetically. The first initial of the author's last name and the figures make what is called the book number. Thus:

811 - Classification number
F93 - Book number

Call number

(The call number is the connecting link between the entry on the catalog card and the book as it stands on the shelves.)

The following list of call numbers shows how their respective books should be arranged on the shelves:

800	800	803	804	807	808	808	808.1
L67	S64	P61	E73	B32	B16p	M11	B91a
808.1	808.2	808.2	810	812	812.08	812.09	814
C77p	O58	P68	F65	F54	C67	B78	B87

We have two exceptions to the above arrangement of books. All books of fiction are arranged alphabetically by the author's name. Biography is arranged alphabetically by the names of the persons written about, so that all the lives of one person may stand together on the shelves.

Suggestive List of Questions

1. Arrange the following call numbers as though you were shelving their books.

520 P96m	530.1 L94	580 D72w	808.1 A93	530.9 C13
530.1 E21	720 B68	808.1 B91a	808.2 B98	883 H76o
808.1 T25	808.2 O58	871 P64	292 K55h	325.73 A63
327 A21	374.1 B32	030 H33	329 B88	131 L33

2. Locate the following classes on the shelves and take down the call number, author, and title of some one book in each class, using the following form.

F Grahame, Kenneth
Wind in the willows

150 808.8	325.73 821.09	383 822.3	425 914.4	580 973.5

3. Give author and title for each of any five of the following call numbers:

170 B47h	330.9 P13	425 F82	534 M64	B29.1 B49
808.1 A93	811.08 N63g	915.69 C29	940.3 B91	974.46 B74

DICTIONARY CARD CATALOG

The Dictionary Card Catalog is made up of a list of the books in the library. There is a card for each book, and the resultant cards are arranged in alphabetical order. Each card gives the author and title and, in the upper left hand corner, the call number. This number agrees with the number on the book and consequently shows where the book stands on the shelves. Should there be no number on the catalog card, the book will be found on the fiction shelves; those books are in alphabetical order, arranged according to authors.

The card catalog does for the library what an index does for a book. It tells us what books the library contains and where in the library they are to be found.

When we look for a book we often remember only one item about it. For example we know who the author is, or we remember only the title, and sometimes we know neither of the above, but only the general subject in which we are interested. Provided we know one of these three bits of information we can find what books the library has, for the catalog contains an author card, a title card and a subject card whenever necessary. These three cards answer the following questions. Does the library have a book by a certain author? Does the library have a book of a certain title? What books has the library on a certain subject?

For the author question let us take Louis Untermeyer. For each book that he has written there is a card with his name on

the top line and the title of his book below. All such cards will be arranged alphabetically by the author's name as they would be in any directory. That means that all of the cards for Untermeyer, Louis would stand together. Should the author have written more than one book, then his cards are arranged alphabetically by their titles. Thus his American poetry since 1900 comes before his Modern American poetry. The card with the author's name on the top line is called the author card. See sample below.

940.3 Lawrence, Thomas Edward
L42 Revolt in the desert N.Y.
G. H. Doran c1927
335p

o

For the pupil who remembers only the title of a book the librarian makes a second card with the title on the top line and the author's name below. Thus:

940.3 Revolt in the desert c1927
L42 Lawrence, T. E.

o

These title cards are arranged in alphabetical order in the catalog according to what is on the top line. The above sample card would be filed among the "R's" . Should the first word of the title be " The", "A", or "An" it would be disregarded and the next word would be considered the filing word. The Vicar of Wakefield would be filed with the "V's". If the title card is a person's name, it is written in correct order. Thus the title card of Henry Esmond is filed under the "H's".

Now for the pupil who hasn't any definite book in mind, but who is interested in various subjects, such as fishes, television, radio, or electric refrigeration, a card is made with the subject of the book on the top line, and the author's name and the title below. Should the book deal with more than one subject then a subject card will be made for each subject that the book contains. The subject of the book, or"subject heading" as it is called in the catalog is always written in red and these subject cards are filed alphabetically with the others according to the words on the top line. Here is a picture of a subject card.

940.3 Arabia - Social life and customs
142 Lawrence, T. E.
Revolt in the desert N.Y.
G. H. Doran c1927
335p

When a person writes a book, he or she is the author. When an author is written about then he or she becomes the subject of the book. For example Louisa May Alcott has written many books. She is the author of Little women, Little men, Under the lilacs, etc. She is also the subject of several books.

In the catalog the author cards for books written by Louisa May Alcott and the subject cards would have the same heading, Alcott, Louisa May. The author cards for books by Alcott will be arranged together before the subject cards for books about Louisa May Alcott. The subject cards differ from the author cards, for the subject heading, although a name, is written in red. See sample cards herewith.

F Alcott, Louisa May
Little women Little Brown
c1915
532p

92 Alcott, Louisa May
A35 Moses, Belle
Louisa May Alcott, dreamer and worker; a story of achievement.
D. Appleton ©1909
334p

When reading the cards of a catalog, one should read from the front of the drawer to the back.

To facilitate finding material in the catalog the catalog drawers are labeled on the front and there are guide cards in each drawer. The labels on the outside show what part of the alphabet each drawer contains. Inside of the drawers are certain cards that stand up above the others. The letters on these projecting cards show where certain parts of the alphabet come. They are called guide cards. A guide marked Birds means that the cards with "Birds" on the top line begin there. To find a certain word in the catalog, first look at the label on the drawer to find the right drawer and then look at the guide cards in that drawer.

Cross reference cards are put into the catalog to show pupils where to look for certain material. They are sign posts and refer the student from one form of heading to the form which is used in the catalog. Cross reference cards are made for names and for subjects. Definite examples are given in the chapter on Parts of a Book, in the explanation for the index. In the card catalog each cross reference is written on a separate card and is filed according to the word or words on the top line.

The additional information to be found on each of the catalog cards, which has not yet been explained, is of real importance and should not be overlooked. The place and publisher is given, also the date of publication and the number of pages that the book contains. These items together with the items

already explained give one a mental picture of the book before he actually handles it.

Suggestive Sample Questions

1. Who is the author of Winnie-the-Pooh? Have we any other books written by the same author?

2. Who wrote The secret of the Sahara? What is the call number of this book?

3. What books have we that are written by Kipling? What are their call numbers?

4. Have we any books written by John Milton? What are their call numbers? Have we any books written about John Milton? Who are the authors of these books?

5. What are the call numbers of the books on Vocational education? Locate the books on the shelves. Describe their location.

6. What material has the library on the Sibrian Desert?

THE DICTIONARY

You have all used a dictionary more or less but you have used only certain parts of the dictionary and have therefore missed much valuable information.

When we open Webster's new international dictionary, we notice that the page is divided. The upper half of the page contains the main body of the dictionary and is the part most frequently referred to. So that all may understand the information given about each word, and how to translate the abbreviations, let us study the word "ab-solve". We are shown how to pronounce it in the following manner (ăb-sŏlv'). If we turn to the "Guide to pronunciation", we shall find that each letter of the alphabet is given with its various diacritical marks.

ă as in finăl, infănt, madăm

ŏ as in cŏnnect, cŏntrol

This shows how to pronounce ăb-sŏlv.

v.t.; absolved' (-sŏlvd') To find out the meaning of an abbreviation turn to the section marked "Abbreviations used in this work". v.t. - verb transitive.

Derivation L. absolvere to set free, to absolve; ab + solvere to loose. Turn to the section "Abbreviations used in this work".

L. - Latin.

Examples of how the work can be used follow.

Sym. - Turn to "Abbreviations used in this work".

Synonyms - exonerate, acquit, discharge.

This gives us a complete picture and history of the word.

Since we have been talking about the "upper half" of the page, we must say a word about the "lower half" as well. That contains obsolete words, abbreviations, and foreign words and phrases that have crept into the English language. All of this information is given in alphabetical order, but entirely separate from the upper half of the page.

In order to facilitate the finding of certain sections, thumb indexes are placed in the margin of the closed book. These help one to find the various letters of the alphabet as well as specialized sections. The "guide words" at the top of each page give the first and last word on the page so that one need not look at the finer print until the correct page is found. Let us pick out the various sections that the thumb indexes point out.

The first one is marked "New words" or "Addenda" and is a section containing the new words which have come into the English language but are too recent to be included in the main part of the dictionary. In the back part of the dictionary are four important sections. The "Geographical pronouncing dictionary" includes geographical information, listing in alphabetical order names of towns and cities, rivers and mountains, with brief information about each. The "Biographical pronouncing dictionary" contains names of famous men and women who have lived throughout the ages. All times and countries are included with the exception of the present. The biographical information which is given is necessarily brief, but it is to the point and gives sufficient data to serve as a clue for

further reference.

The section devoted to "Arbitrary signs" is of great importance. The subjects for which the "signs" are used are listed in alphabetical order. There are signs, for example, used in astronomy, botany, medicine, proof readers marks, etc. Their value is self-evident.

One more section should still be mentioned and that is the "Illustrations", which are classified according to subject and then arranged in alphabetical order. These graphic pictures are much more vivid than mere word pictures.

There are two other unabridged dictionaries which should be mentioned and each of them should be looked through carefully and studied as we have done with the Webster's new international dictionary. I shall point out for you the differences in arrangement for the New standard dictionary published by Funk & Wagnalls. The New standard does not divide the page into two parts. It gives names of places and of people in the main alphabet. It gives new words in the main alphabet. It groups some abbreviations under the word "abbreviations". Foreign phrases and popular statistics are given at the end of the volume. The latest meaning of a word is given first and the earlier ones follow it.

The Century dictionary is in twelve volumes and gives fuller information than do the others, but it is not so recent. In the latest edition, which is 1911, the new material is given in a supplement at the back of each volume. It is referred to by an asterisk (*) about a word in the main part of the dic-

tionary. Volume eleven is devoted to names, both real, fictitious, and mythological. Volume twelve is an atlas volume.

Dictionaries in general give answers to the following type of questions.

How shall I divide a certain word into syllables?

Should a certain word be capitalized?

Does a certain word require a hyphen?

What is the plural of this noun? (If it is irregular.)

What is the past participle of this verb? (If it is irregular.)

Is a certain word correct English or is it slang, colloquial, or obsolete?

Extra Sample Questions

What is meant by surtax?

What does the abbreviation cir. stand for?

Is it good form to use the expression daisy cutter?

What is the highest summit of the Andes Mountains?

For what was Sir Henry W. Lucy noted?

What do the following monetary and commercial signs stand for?

a/c B/L L/C AE MC

Find a group of pictures illustrating various sports and amusements.

ENCYCLOPEDIAS

Encyclopedias are familar to all, and we use them for information on a large variety of subjects. Encyclopedias usually come in sets of many volumes and each volume is arranged alphabetically. On the back of each volume are words or the first part of words which show what part of the alphabet that volume contains. This lettering on the back also shows the first and last subjects that the volume contains and all of the subjects that come between must be in the volume. In the table below, Sunshine would be in volume twenty-one for it comes alphabetically between the two words given on the back of that volume.

V.

1 - A to Anno	13 - Jere to Libe
2 - Annu to Balt	14 - Libi to Mary
3 - Balt to Brai	15 - Mary to Mus
4 - Brai to Cast	16 - Mus to Ozon
5 - Cast to Cole	17 - P to Plan
6 - Cole to Dama	18 - Plan to Raym
7 - Dama to Educ	19 - Rayn to Sarr
8 - Educ to Extr	20 - Sars to Soro
9 - Extr to Gamb	21 - Sord to Text
10 - Game to Gun	22 - Text to Vasc
11 - Gunn to Hydra	23 - Vase to Zygo
12 - Hydra to Jere	24 - Index

This reminds you, does it not, of the lettering on the front of the catalog drawers?

When using encyclopedias pupils often find them so convenient that they yield to temptation and do not look their subject up further. The encyclopedia article should as a rule be used as an introduction to additional material. The pupil should continue his search in books and magazines for fuller information. Very often the list of books, or bibliography as it is called, which is found at the end of the article can be used as a guide to other books.

Although we have said that encyclopedias are generally arranged alphabetically, a word of explanation is necessary in order to understand the subdivision of articles. The longer articles are divided into sections, with a word in different type at the beginning of each section, telling what it is about. Countries have sections headed Commerce, Flora, Industries, History, etc. It must be noted that the subdivisions are not necessarily in alphabetical order, so that to find what is wanted, one must glance through the headings of the whole article.

It must be noted that in the Encyclopedia Britannica, smaller subjects are grouped with larger articles. In order to find the smaller subject it is necessary to use the index which is in the last volume of the set. The index not only refers the student to the exact volume and page where the article may be found but also to a definite part of the page; thus, after the page number a, b, c, or d is used to designate part of a page. a and b mean upper and lower sections of the first column, and c and d stand for the same location in the second column.

In this encyclopedia the articles are written by experts on the subject, and the articles are signed. They are followed by very good bibliographies.

The new international encyclopedia is an excellent work and easy to use because all articles are in alphabetical order without any regard for one another. That means that an index is not necessary, but many cross references are necessary. This encyclopedia is brought up to date by supplementary volumes and an annual year book which gives a summary of the year's events.

The encyclopedia Americana covers much the same ground as does The new international encyclopedia and is similarly arranged. It is also kept up to date by the Americana Annual.

There are a few other encyclopedias which should be mentioned. They are arranged in alphabetical order and can be easily used when encyclopedias are mastered.

Book of knowledge
Compton's pictured encyclopedia
Champlin's cyclopedia for young folks
World book

(Problem)

After consulting the lettering on the back of the Encyclopedia Britannica, note-

Which volume would contain material on England?

Which volume would contain material on hemp?

Whach volume would contain material on knighthood?

(Problem)

Look up in your school library a given subject in at least three encyclopedias. State the volume number and page where article was found and tell briefly how the articles differed and which one you considered most valuable.

MAGAZINE INDEXES

When one wants the latest information about a subject, one generally turns to a magazine. From our knowledge of magazines we know that each number contains many articles written by many different authors. The problem that confronts us is to find a given article in a given magazine. If we had only the separate magazine indexes, it would be a tremendous task to trace an article, especially if the name of the magazine were forgotten. Think how important magazines are for subject material, biographies of living people, current events, debates, editorials, book discussions, etc. What we need is a detailed periodical index which will index all articles in many of the outstanding, worthwhile magazines. Such an index would be a time-saver.

The Reader's guide to periodical literature which we have, does this very thing for us. It indexes one hundred of the most used magazines. A list of the magazines indexed is always given in the front of every copy of the Reader's guide. This list differs from time to time as new magazines appear, and as older ones are sometimes discontinued. This is an alphabetically arranged list according to the abbreviated form of the name of the magazine. We find for example the following abbreviations and the magazines for which they stand.

Atlan - Atlantic Monthly

Bookm - Bookman

Cent - Century

Contemp - Contemporary Review

Cur Opinion - Current Opinion

Delin - Delineator

Use this list whenever you are not positive of the abbreviation that you find when consulting Reader's guide.

Since 1900 Reader's guide has been published once a month, but in addition to that there are cumulative issues to save readers from looking through twelve individual indexes. The cumulative number always contains the monthly index as well as the material indexed for the previous month. The indexes appear as follows:

The January Reader's guide indexes articles in January periodicals. The February Reader's guide indexes articles for January and February. The March Reader's guide indexes articles for January, February, and March.

This completes the first quarter; and the new index begins for the month of April and proceeds as shown above. At the end of each quarter, however, the cumulation goes back to January. The June issue therefore indexes articles from January through June.

The September issue indexes articles from January through September. The December issue indexes articles from January through December. At the end of the year then, we have one volume in one complete alphabet, which indexes all of the articles for the year.

In addition to this we have accumulations over periods of five years so that in one alphabet we have magazines articles from 1900-1904; 1905-1909; 1910-1914; etc.

The arrangement of the Reader's guide is alphabetical according to authors and subjects; if we know one of these items we can find out in what magazine it appeared.

Here is a specimen entry taken from the Reader's guide under the heading Flowers.

Color in the garden. L. B. Wilder. il Country Life 33:26-40 Mr. 18

Color in the garden is the title of the magazine article; L. B. Wilder is the author's name. Country Life is the name of the magazine containing the article and the article is illustrated. 33, the first number, is the volume number; 26-40 tells on what pages the article appeared; Mr. 18 stands for March 1918, the month and year in which the article was published. All of this information is necessary to locate the article.

This selfsame information is also given under the author's name, Wilder, L. B.

Cross references are used quite extensively, but since they are used in the same way as they are in the card catalog and in encyclopedias, it will not be necessary to explain them again. It would, however, be well to review them.

Here is a page from the Reader's guide. After looking it over carefully answer the following questions:

Use September 1930 issue, p. 49:

1. In what magazine is there an article on refrigerators?

2. What is the name of the article written by Philip L. Riley?

3. Give the full magazine reference so that the article can be located.

4. If one wishes an article on retail stores, under what heading does one look?

Under the heading Reeves, Earl is listed the article he wrote. In which issue of the magazine did his "Flying high in air finance" appear? How long an article is it?

RECREATION—*Continued*

Panama Canal Zone

In the Canal Zone. H. S. Curtis. il Playground 24:351-2 S '30

RECREATION workers. See Play directors

RED flag; stories. See Austin, F. B.

REED, Alfred Cummings
Medical sketches in the Orient. Sci Monthly 31:193-216 S '30

REED, Clyde Martin
Portrait. R of Rs 82:19 Ag '30

REEVES, Earl
Flying high in air finance. World's Work 59: 53-7 S '30

REFERENCES, Bibliographical
Preparation of scientific articles. W. M. Davis. Science ns 72:131-4 Ag 8 '30

REFORMATORIES
Delinquents at wholesale. L. Brand. Atlan 146:348-53 S '30

REFRIGERANTS
Making refrigerators safe. Survey 64:434 Ag 15 '30
Must develop safe refrigerants. Hygeia 8:835 S '30

REFRIGERATORS
Refrigerators. A. Pierce. il Parents M 5:33+ S '30

REGENCY furniture. See Furniture, English

REILLY, Joseph John
Prince of English essayists. Cath World 131: 662-71 S '30

REINHARDT, Charles Gilbert
Seagoing America. World's Work 59:78-80 S '30

RELIGION
H. L. Mencken and Catholicism. I. J. Semper. Cath World 131:641-50 S '30

RELIGION and art. See Art and religion

RELISHES
September relishes. N. B. Nichols. il Woman's H C 57:76 S '30

REMARQUE, Erich Maria
Where Karl had fought. Collier's 86:14-15 Ag 23 '30

REMEDIAL loans. See Loans, Small

RENITZ, Jerome
Med shows on the main stem. New Repub 63:366-8 Ag 13 '30

RENTING of office buildings. See Office buildings—Renting

REPORTERS and reporting
Feeding the press; newspaper men at the White House. Collier's 86:34 Ag 16 '30
Human interest stuff. Z. Beckley. il Woman's H C 57:13-14+ Jl; 23-5 Ag; 13-14+ S '30
Whence the news? K. Cooper. il Sat Eve Post 203:34+ Ag 16 '30

REPORTS, Scientific. See Scientific literature

REPRESENTATIVES, Apportionment of. See United States—Congress—House of representatives

REPUBLICAN party
G.O.P. elephant changes mahouts. Lit Digest 106:7 Ag 23 '30
Great Republican handicap. Nation 131:168 Ag 13 '30

RESHEVASKY, Samuel
Portrait. Business Week p9 Ag 20 '30

RESOURCES, Mobilization of. See Preparedness, Military

RETAIL stores. See Stores

RETURN of the Red Scorpion; story. See Dwyer, J. F.

REVOLUTIONARY war (United States). See United States—History—Revolution

REYNOLDS, Alexander Jacob
Irishmen after eight years of independence. Cur Hist 32:1125-9 S '30
Oozy pastures of the crocodile. Asia 30:622-3 S '30

RHODES, Eugene Manlove
Maid most dear; story. Sat Eve Post 203: 7-9 Ag 16 '30

RICE, Millard Milburn
Hunting of the elk. Sat Eve Post 203:29 Ag 30 '30

RICE, Norman N.
Minimal house: a solution. Arch Rec 68:133-7 Ag '30

RICE, Thurman Brooks
Physical defects and character. (cont) Hygeia 8:829-30 S '30

RICH, The
Rich child, poor child! K. Norris. il Pict R 31:13 S '30

RICHARDSON, Alice Marion
Librarian authors. por Library J 55:657 Ag '30

RICHARDSON, Anna Steese (Sausser) (Mrs William M. Richardson)
Why a woman's club? Woman's H C 57:24 S '30

RICHARDSON, Ernest Cushing
University library in its cooperative aspect. School and Soc 32:209-18 Ag 16 '30

RICHARDSON, Mrs Henry B. See Carpenter, M.

RICHARDSON, Mrs William M. See Richardson, A. S.

RICHEY, J. Arthur M.
Science, with a sense of humor. Cath World 131:685-8 S '30

RICHMOND, Virginia
Negro in Richmond. Monthly Labor R 31:313-14 Ag '30

RIDDELL, John, pseud. See Ford, C.

RIES, Estelle H.
Austrian Alps. Forum 84:sup18-21 S '30

RIESMAN, David
Glozel, a mystery. Science ns 72:127-31 Ag 8 '30

RIGNANO, Eugenio
Obituary. E. V. Stonequist. bibliog Am J Soc 36:282-4 S '30

RILEY, Philip L.
How Cleveland guards the health of its children. Hygeia 8:815-17 S '30

RINEHART, Alan
Dangerous detour; story. Collier's 86:18-19 Ag 30 '30

RINEHART, Mary (Roberts) (Mrs Stanley Marshall Rinehart)
Cruise of the Greyhound. Sat Eve Post 203:3-4+ Ag 30 '30

RINEHART, Mrs Stanley Marshall. See Rinehart, M.

RITCHIE, Albert Cabell
Maryland's interest in Washington plans. R of Rs 82:61-2 S '30

RITTENHOUSE, Irma. See Kay, S. jt. auth.

RITTER, William Emerson
Activities of the California woodpecker. Sci Monthly 31:253-7 S '30

ROADS

Mexico

Mexico's third highway congress foresees vast developments. W. Thompson. il Bul Pan Am Union 64:833-8 Ag '30

United States

Highway improvement statistics, 1929. Nat Repub 18:11 S '30

ROBERTSON, L. Bruce
Portrait. Ladies H J 47:17 S '30

ROBINSON, Edwin Arlington
Dignified faun. L. Beebe. por Outlook 155: 647-9 Ag 27 '30

ROCK carvings. See Petroglyphs

ROCKEFELLER center, New York
Citadel of radio. H. Brucker. il R of Rs 82: 63-7 S '30

ROCKETS
Rockets to the moon. W. H. Wenstrom. il R of Rs 82:96 S '30

ROCKFORD, Illinois
Rockford park report. Playground 24:342 S '30

ROCKY Mountain power company
Flathead, a power yardstick; reply, with rejoinder. J. Collier. New Repub 64:20-1 Ag 20 '30

RODGERS, Robert Henry
In memory of R. H. Rodgers. W. T. Bawden. Ind Educ M 32:69 S '30
Memorial. G. P. Hambrecht. Ind Educ M 32: 73-4 S '30

ROGERS, Frederick Rand
Future of extra-curricular activities. Playground 24:339-41 S '30

ROGERS, John L.
Direct mail surprise packet. Pub W 118:344-5 Jl 26 '30

Poole's Index to Periodical Literature

If we are interested in magazine articles published before 1900, we have an important index which opens up to us the best articles published in the nineteenth century. This work was done by Poole and Fletcher and was published as Poole's index in the following six volumes.

v. 1: 1802-1881 (2 parts)

v. 2: 1882-1886

v. 3: 1887-1891

v. 4: 1892-1896

v. 5: 1897-1901

v. 6: 1902-1906

The arrangement of these volumes is alphabetical by subject only.

COMMERCIAL GEOGRAPHY REFERENCE BOOKS

Atlases

Atlases in general are used primarily for the maps which they contain, but in addition to that there is a great deal of general information. Each atlas contains a table of contents, which shows what maps are included, where they are located, and what additional information is included, such as the population of cities.

The places on the map, that is, cities, lakes, mountains, rivers, etc. are listed in one of two places: either in a separate index or on the margin of each individual map. After each place, its exact location is given. That is shown by a letter and a figure. These refer to a row of letters along the top of the map and a row of figures along its side. If one draws an imaginary line from the letter into the map and another line from the figure, the place where they cross is the location of the place noted in the index.

Goode, J. P.

Goode's school atlas

If one knows how to use one atlas then one can use any atlas. Goode's school atlas, however, has a few additional features, which should be explained. A small atlas but a useful one, it contains, in addition to the physical, political, and economic maps, others showing ocean currents, steamship routes, vegetation, climate, commerce, population, soil, languate, and industries.

There is a complete, well arranged index which locates places on the map by latitude and longitude.

It should be noted that in addition to these atlases there are historical and classical atlases. An atlas which is intended to show the possessions of different nations at different times, is called an historical atlas. The portions owned by different countries are usually marked by color, or map markings, or simply by a dark portion.

Maps pertaining to ancient history, especially Greece and Rome, are called classical.

Gazetteer

A gazetteer is a book which contains an alphabetical list of geographical names with a description of the place following. It may be brief or lengthy depending upon the reference book. We have already used the brief one at the back of Webster's new international dictionary.

The standard one volume reference gazetteer of the world is Lippincott's gazetteer of the world. It should be remembered that the latest edition should always be used, for the information, especially the statistics, will change constantly.

YEAR-BOOKS and ALMANACS

There is a wide range of subject matter included in these reference books, in fact more than is usually realized. Because of the frequent changes of the information contained, the latest year book should always be consulted. The date on the backs of year books is frequently one year in advance of the year for which the material is recorded.

World Almanac

This volume contains records of important events which occurred during the year, and facts and figures in regard to population, industries, government, and other matters most of which are continuously changing and about which the latest information is necessary.

The index to this volume is at the front of the book just after the colored pages of advertising material. This is not the usual place for the index, which is, as you all know, generally at the back. There is a very wide range of subject material and most of it is given in statistical form. Fortunately we can depend upon the statistics for they are compiled from government figures.

American Year Book

In contrast to the World Almanac this reference book gives us the important events of the year in topical form rather than in statistical form. It reviews the main events of the year under such headings as history, science, engineering, industries. It is easy and convenient to use,

because of its good index.

When we consider year books, we must keep in mind those that supplement encyclopedias; for example, The new international year book.

Who's Who Series

This series is especially important for giving biographical information regarding prominent living people. The two books that are most frequently used are Who's who and Who's who in America. The first one is primarily devoted to prominent people of Great Britain but includes also celebrities from all over the world. The biographical material that is given is necessarily short, but it gives us a good picture of a person, for it includes the date of his birth, his education, whether or not he is married, whether he has any children, what are his outstanding achievements and contributions. Club activities are listed and the person's home address is given. This last item is an important feature. Various abbreviations are used in giving the biographical sketches. Many of them can be guessed, but those that are not clear can be looked up in the "alphabetical list of abbreviations" in the front of the book.

In addition to the two which have been taken up here, there are many more, some of which are listed:

1. Who's who in science
2. Who's who in music
3. Who's who among North American authors
4. Who's who in China
5. Who's who in finance
6. Who's who in various countries (China, France, Germany, Canada)

REFERENCE BOOKS

Other than Dictionaries and Encyclopedias

In working with the following reference books, let us remember that they are used mainly for looking up definite information. A good reference book is one which is written or compiled by a reliable author, one who knows his subject matter well. The latest edition of a reference book should always be used, for we must have up-to-the-minute information.

In using reference books try to remember the outstanding points about each book. Learn to know reference books by their names and not by their location on the shelves.

In the problems which are given in library reference work, the greatest gain is not in finding the information but in learning how to use the reference volumes.

Reference Books Helpful in English

Firkins, I. T. E.

Index to short stories.

There are stories here by the more important English and American authors whose works have been translated into English. The purpose of this reference book is to indicate in which collections and magazines individual stories may be found. The volume is arranged alphabetically by author and title with the author's name in heavy type. References to the books and magazines in which the story may be found are given only under the author's name.

Firkins, I. T. E.

Index to plays.

The purpose of this book is similar to the one above; namely, to show in what collection or magazine an individual play can be found. The arrangement is different, however, for we have two alphabetical arrangements,- one for the authors and another for the subject and title, with the book reference under the author group.

Granger, Edith

Index to poetry and recitations.

This is an index to 450 collections of standard and popular poetry, recitations, and dialogues. The index is divided into three parts: title, author, and first line indexes. The title index is the main part, and references are given here by means of symbols to the various books in which the selections may be found. In front of the index volume is a key to the symbols. Those that the library contains are checked and the call numbers listed.

Quotations

Bartlett, John

Familiar quotations.

The author has brought together for us famous quotations from both prose and poetry dating back to the earliest times and bringing them up to date. The exact reference to the author and to the work from which the quotation is taken is given. The arrangement is chronological under English and American authors with two additional sections: one for

miscellaneous quotations and the other for translations. There is an index by names of authors in the front of the book and one by important words of the quotation in the back.

Hoyt, J. K.

New cyclopedia of practical quotations.

The arrangement of this volume is alphabetically by subjects, and under each subject alphabetically by author. There are ancient and modern quotations, in English and in foreign languages. The topical index to quotations gives reference to exact position on the page where the quotations will be found. This collection is especially valuable for looking for quotations by subjects and useful for recent quotations.

COMMERCIAL REFERENCE BOOKS FOR OFFICE PRACTICE

Let us imagine for the time being that we have positions with a business firm and that we are employed in the credit department. In order to understand the purpose of this department we must know that business is conducted on credit rather than on cash payments. By credit we mean the payment of bills thirty or sixty days after date of purchase. In order to extend credit to a buyer there are at least two outstanding facts that we must know about him, namely the amount of money that is invested in his business and the promptness with which he pays his bills, that is called, his "credit rating".

There are two well known agencies which publish books giving the financial standing of firms throughout the United States and Canada.

Bradstreet - Book of commercial ratings

Dun - Mercantile agency reference book

Each agency publishes a volume for the entire United States which is arranged in alphabetical order, first according to states, then by towns and cities, and thirdly by the names of the concerns. In addition to this volume there are separate volumes for each individual state. Following the name of the concern is a symbol which can be interpreted by the "key" on the front cover of the volume.

The information in both of these publications should be considered as strictly confidential. These volumes may be had through private subscriptions, they cannot be found in public libraries.

Equal in importance to the credit department is the shipping department, the department that "ships" or sends out the goods. We shall consider two ways of transportation, "freight" and "parcel post". The cost of each depends upon the weight and distance that the goods must travel. If one is sending goods by freight one must know on what railroad the town or city of destination is located, what branch of the railroad passes through the town, and also which home railroads will accept the goods for direct transportation.

Bullinger: Postal and shippers guide will give us all of this necessary information in a very concise form through its splendid arrangement of tables.

Lighter weight packages are sent by parcel post. The necessary reference book which gives us complete information on distance and weight, also computes the postage that is necessary. We have a government publication for this; namely, the United States Official postal guide.

Directories

City directories and Telephone directories are of importance, regardless of the department of the business in which we are located. All large cities both here and abroad issue directories annually, which help us in many ways. Large public libraries usually have a good collection of city directories that we can make good use of in the business world. The information contained in city directories is pretty much the same, but for our purpose we will consider

the Boston City directory. It is made up of four distinct sections.

First: Miscellaneous information, stressing such points as state departments, city government, location of schools, hospitals, churches, etc.

Second: Residents of the city, which is arranged in alphabetical order by surnames. These are followed by their occupations and addresses. This makes up the main part of the directory.

Third: House and street directory, arranged alphabetically by names of streets, sub-arranged by house numbers and their occupants. The cross streets are indicated where they intersect, and ward numbers are listed.

Fourth: Business directory, classified according to type of business such as hardware, insurance, paper products, etc. and then alphabetically by name of concern.

Telephone directories are also of great importance and good collections can usually be found in most large public libraries. From the business point of view they can be used for address and classified lists of business houses similar to city directories. The Boston telephone book is now issued in two volumes, one being an alphabetical arrangement of telephone patrons with their addresses and telephone numbers; the other a classified directory of business concerns.

Suggestive Questions

1. In what zone is Bradshaw, Kentucky located?
2. What would it cost to send a package there weighing 42 lbs.?
3. Make a list of retail hardware dealers located in greater Boston, giving their street addresses and telephone numbers.
4. What is the occupation of T. Ray Connell?
   What is his business address?
   What is his home address?
5. Who lives at #2 Harold Park, Roxbury?
6. Between what streets does Jerome Street run?
   In what ward is it located?

Suggestive Questions

1. How much capital is invested in the Asbestos Shingle, Slate, and Sheathing Co. of Minneapolis, Minnesota?
2. What is their credit standing?
3. Compile a list for a new salesman, of the plumbers supply shops in Memphis, Tennessee.
4. On what railroad is Horton, West Virginia, located?
5. Does it have a money order post office?
6. Which railroad stations in Boston will receive the goods for shipment to Horton, West Virginia.

CONCLUSION

It is realized that these lessons which have been outlined are intended only as a guide to help librarians in their lesson preparations. Each librarian will enlarge and enrich whichever lessons she gives. She will introduce her own methods, using tests, laboratory periods, visits to the public library, etc. If properly taught these lessons with their problems should train students to be self helpful and to know where and how to secure information and knowledge which daily life demands. No school can give enough information to last through life, but every school can give inspiration.

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Public School Library

Denver, Colorado
North High School Library

Evansville, Indiana
Benjamin Bosse High School Library

Iowa City, Iowa
University High School Library

Manchester, New Hampshire
Manchester Central High School

Mitchell, South Dakota
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